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ABSTRACT

A project was developed to design and implement a management information system (MIS) to provide decision makers with accurate, usable, and timely data and information concerning input, output, and impact of vocational education. The objectives were to (1) design an MIS embracing student accounting, fiscal accounting, manpower analysis, and program evaluation; (2) develop automated data collection and processing for postsecondary enrollments, adult follow-up, industrial development training, secondary program evaluation, and supply-demand interface; and (3) field test automated data processing of the following components: enrollment reports, secondary/postsecondary enrollment updating, annual teacher reports, and a technical college follow-up report. The approach was to evaluate and consolidate existing data systems' components and to develop additional components. In-service training was conducted to insure that all subsystems were compatible and subject to being integrated. A plan for a comprehensive program was developed concurrently with various subsystems' development and field testing. A comprehensive vocational management information system was developed incorporating automated data bases for student, personnel, and fiscal accounting. Data elements are based on individual student, teacher, program, and school district. System information is used for program planning and evaluation, budgeting and financial distribution, and general program administration. (Author/CSS)

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Final Report

Project No. 498AH50127
Grant No. G007500316

Douglas Patterson, Ann Stallings, Mary Louise Simms
Alabama State Department of Education
Division of Vocational Education
856 State Office Building
Montgomery, Alabama 36130

ALABAMA VOCATIONAL MANAGEMENT INFORMATION SYSTEM

October 21, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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PROJECT ABSTRACT

PROJECT NUMBER: 498AH50127

TITLE: Alabama Vocational Management Information System

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GRANT PERIOD: July 1, 1975 - March 31, 1977

OBJECTIVES OR PURPOSES

To design and implement a management information system (MIS) that will provide to decision makers accurate, usable and timely data and information concerning input, output, and impact of vocational education. Objectives were:

1. Design a MIS embracing student accounting, fiscal accounting, manpower analysis, and program evaluation.
2. Develop automated data collection and processing for: post-secondary enrollments, adult follow-up, Industrial Development Training, secondary program evaluation, and supply-demand interface.
3. Field test automated data processing of the following components: enrollment reports, secondary and post-secondary enrollment updating, annual teacher reports, technical college follow-up report.

PROCEDURE OR APPROACH

The general approach was to evaluate and consolidate existing components of data systems and to develop additional components to contribute to a comprehensive management information system. In-service training was conducted to insure that all subsystems were compatible and subject to being integrated. An overall plan for a comprehensive system was developed concurrent with the development and field testing of various subsystems.

ACCOMPLISHMENT

A comprehensive vocational management information system was developed incorporating automated data bases for student, personnel and fiscal accounting. Data elements are based on individual student, teacher, program, and school district. Information from the system is used for program planning and evaluation, budgeting and financial distribution, and general program administration. The system is responsive to the needs of local, state, and national decision makers.

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Occupational and Adult Education

PREFACE

The efforts and accomplishments reported herein comprise one segment of a long and continuous endeavor to develop and refine a vocational education management information system for the State of Alabama. Efforts to pull together into a system the existing management data functions were initiated in 1973. Prior to that, data studies and plans had been conducted and developed relative to the need for a systematic management information approach. One such study was conducted in conjunction with the national center for vocational education at Ohio State.

Ideas, materials, and information from management information systems in other states were utilized extensively in planning and initiating the Alabama vocational MIS. The persons who contributed to the planning, development and implementation of the system are numerous. Appreciation is expressed to all those who directly or indirectly contributed to this system and this project in particular. Special appreciation is expressed to Dr. John Roth for editing this report.

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I. INTRODUCTION

A. Background Information

Vocational Education has grown rapidly in the State of Alabama in the last decade. During this period vocational enrollments have increased by 125 percent, program offerings have tripled, and vocational instructional personnel have doubled. This has produced a rapid increase in the amount of information and data required for decisions relating to programs of vocational education. Concurrently there has been a rapid increase in the amount of information and data which could be made available to decision makers in vocational education. The rapid expansion of programs, an increasing diversity of programs, and the increasing rigor of accountability have persistently complicated the responsibility of state leaders in vocational education. The relatively simple decisions facing administrators a few years ago in the allocation of resources to a relatively few traditional training programs have exploded into a myriad of complex decisions concerning program alternatives, program levels, program length, curriculum choices, and funding sources. Adding to all of these possible decisions is the additional responsibility of providing special services to the disadvantaged, handicapped, unemployed, and underemployed. These complicating circumstances, intermeshed with the increased numbers of students to be trained, increased resources to be allocated, and expanding knowledge about the learning process, have placed additional stress and importance on the quality of decisions regarding programs in vocational education. This problem is duplicated in most states throughout the country.

The need was not just for more information, the need was for more information that is current, available when needed, accurate, and available in the form which is understandable and usable. This information had to be combined, molded, analyzed, and mixed in ways which were meaningful to administrators. It was imperative that the information be presented and packaged so that its application to immediate problems was readily apparent. However, it was realized that decision makers must consider a variety of information sources, experience, and personal judgement in management decisions. Thus, a management information system should be but one contributer to the attainment of vocational education program objectives.

The attainment of the following vocational education program objectives could be enhanced through an effective and efficient management information system:

Increase the diversity and availability of vocational programs at all levels of the total state population.

Increase the percentage of non-baccalaureate degree bound youth and adults enrolled in vocational education programs.

Increase the percentage of enrollees who complete the vocational program of their choice.

Increase the percentage of occupational program completers who obtain employment in the field for which trained.

Reduce the total educational costs for preparing and placing an occupational program graduate in the field for which trained.

B. Statement of the Problem

The problem was to provide the information needed by decision makers in planning and managing vocational education programs. Included in this needed information were data on student supply, manpower demand, cost analysis, student placement and follow-up services, and program evaluation. Providing this information required gathering, processing, and presenting data and analyses in multiple forms and at strategic points of time.

Specifically, a management information system (MIS) was needed which could provide necessary data for affecting informed management decisions. Appropriate information provided through a management information system could increase the effectiveness of management decisions, thus, contributing to the attainment of the overall goals and objectives of a state vocational education program.

C. Previous Efforts Related to the Problem

The Division of Vocational Education of the Alabama State Department of Education had been designing and developing components of various data subsystems for accounting and management of vocational programs during the preceding five years. Due to the limited resources available within the State to support these types of activities, a total system for collecting and processing management information had not been developed. Thus, much of the information needed for decision making had to be gathered and processed manually on a crisis basis. The total manpower and fiscal resources necessary to initiate a comprehensive MIS were not available from state resources. However, the State could provide the resources necessary to maintain and make necessary revisions of a comprehensive MIS after the initial burden of development and initiation of such a system.

The commitment of the Division of Vocational Education to a total MIS was indicated by the assignment of state controlled resources to the proposed project. The Division of Vocational Education was committed to the development and utilization of an efficient and effective MIS that would serve state and local decision makers. To maximize the effectiveness of resources available for a MIS, large volume subsystems were being transferred from manual data processing to automated and semi-automated processing. Extensive training sessions had been conducted for local vocational personnel to insure the validity of the data collection. Management conferences had been conducted with decision makers and data resource staff to insure more effective utilization of management information. State vocational administrators, local vocational personnel, state governing bodies, and data resource personnel in the State of Alabama were prepared to initiate and utilize a comprehensive management information system for vocational education.

II. PROJECT OBJECTIVES

The principal objective of the project was to design and implement a management information system that would provide to decision makers accurate, usable, and timely data and information concerning input, process, output, and impact of vocational education.

Subordinate objectives of the project were to:

1. Design the framework for a comprehensive vocational education MIS regarding the basic components of (a) student accounting at three levels, (b) fiscal accounting of state programs, (c) manpower analysis, and (d) program evaluation.

2. Develop automated data collection and processing for the following subsystems: technical college enrollments, junior college enrollments, adult preparatory follow-up, Alabama Industrial Development Training (AIDT) fiscal accounting, secondary program evaluation, and institutional supply-demand interface.

3. Field test automated data processing of the following components: annual enrollment reports, secondary and post-secondary enrollment updating, annual teacher reports, technical college follow-up, and secondary students follow-up report.

III. APPROACH

A. Procedures

The general approach to the implementation of the project was to evaluate and consolidate existing components of data systems being utilized for accounting and program management in vocational education and to design and develop additional components to contribute to a comprehensive MIS. The development of a detailed overall plan for a comprehensive MIS was initiated. Concurrently, various subsystems were developed and field tested to assure that all subsystems were compatible and subject to being integrated into a comprehensive system.

Specifically, the following procedures were followed:

1. A study was conducted to identify major recurring planning decisions. The study ascertained the time of year that these decisions were made, the type of data and information on which the decision should be based, and the data format needed by the decision makers.

2. A study was made of the major maintenance decisions that apply to state management of vocational education programs. A review of literature and a systematic interview of state decision makers in vocational education was conducted to ascertain the time, data base, and data format of these management decisions.

3. Program administrators were interviewed to identify the types of information needed for evaluating the effectiveness of major management decisions.

4. An analysis was conducted to identify and locate original sources of data needed for management decisions. A system was designed which collects the data needed from original data sources by an automated or semi-automated process. The scope of data elements required necessitated handling of data through semi-automated or automated collection and processing methods. Basic data elements include 135,000 secondary students, 75,000 post-secondary students, 84,000 adult students, and 3,000 instructional personnel. According to a national report on vocational management information systems (Morgan 1974), basic data elements should be based on individual students to allow maximum flexibility in aggregation of data.

5. An analysis of historical non-scheduled management decisions was conducted to ascertain data and basic data elements on which these decisions are made. This analysis was conducted on inhouse publications

and records and national studies including Information Needs of State Directors of Vocational Education (McCracken 1973).

6. Procedures and data collection instruments were planned to obtain anticipated data needs for non-scheduled management decisions. Instruments were designed to collect the type of information that has been found appropriate for most management decisions as reported in Project Baseline (Lee 1973).

7. A schedule of data collection, processing, and analysis was developed to compliment decision making. An anticipated schedule was illustrated on a project time-line.

8. An analysis of the data processing was made to determine major requirements. The major requirements were analyzed under the categories of data handling, computer programming, data analysis, and report production.

9. An analysis of the data collection process was conducted to identify and schedule equipment requirements. Equipment needs for data input, data processing and analysis, data storage, and report generation were scheduled.

10. A system management schedule was designed to integrate manpower and equipment utilization in the most efficient and effective method to insure timely delivery of information for decision makers.

11. The total integration of subsystems was designed. The resulting comprehensive MIS for vocational education was produced along with an operations plan. The comprehensive plan incorporates the adoption of some of the more successful plans now in existence in states with comprehensive vocational education programs. The Pennsylvania Vocational MIS (Morgan 1974) provided one basic comprehensive plan from which adaptations were made.

12. Training sessions were conducted with local administrators and teachers to support the system's implementation and utilization at the local level.

13. In-service training for state administrators was conducted to insure that MIS output was utilized in decision making.

14. The existing MIS was evaluated to identify additional components that were needed and to identify components and subsystems that needed revision.

15. Priorities were determined and target dates were established for the additional components and subsystems needed for the comprehensive MIS.

B. Progress Milestones

An anticipated timeline of project development was generated. The timeline included the updating and revision of existing subsystems and components and the design and development of additional components.

In the implementation of the project, major accomplishments were identified as milestones. The achievement of these milestones indicated progress in the accomplishment of the objectives established for the project. These milestones and the dates of accomplishment are presented in Figure I.

FIGURE I

PROJECT PROGRESS CHART

MILESTONES	TARGET DATE
Computer generation of local board contracts.	August 1975
Automated budget accounting for AIDT.	October 1975
Developed density map package.	November 1975
Program for fulltime junior college enrollments.	December 1975
Conducted student follow-up.	February 1976
On-line cost-enrollment-placement data base for each secondary program.	April 1976
Developed graft packages.	June 1976
Computer generation of federal annual secondary and adult enrollment report.	August 1976
Integrated and updated fiscal and student data.	September 1976
Current enrollment for each of 29 technical colleges.	October 1976
Generation of institutional supply-demand interface for 12 geographic regions.	December 1976
Produced student response follow-up report.	February 1977

IV. RESULTS AND ACCOMPLISHMENTS

A. Accomplishments

The implementation of the total vocational education MIS is contributing to a larger proportion of the clientele in the state being served more effectively and efficiently with the limited resources available for vocational education. This is resulting from vocational education decision makers being able to make sounder decisions in the planning and management of vocational education. State level decision makers in vocational education now have more valid information at the time it is needed and packaged in a format that is appropriate for making decisions regarding planning and managing vocational education programs. Information related to programs include the amount, variety, location, and scope of programs. Product evaluation indicates the number of program terminees and their employment status. Impact information is being designed to ascertain cost recovery ratios, placement effectiveness, societal returns, and values to industry.

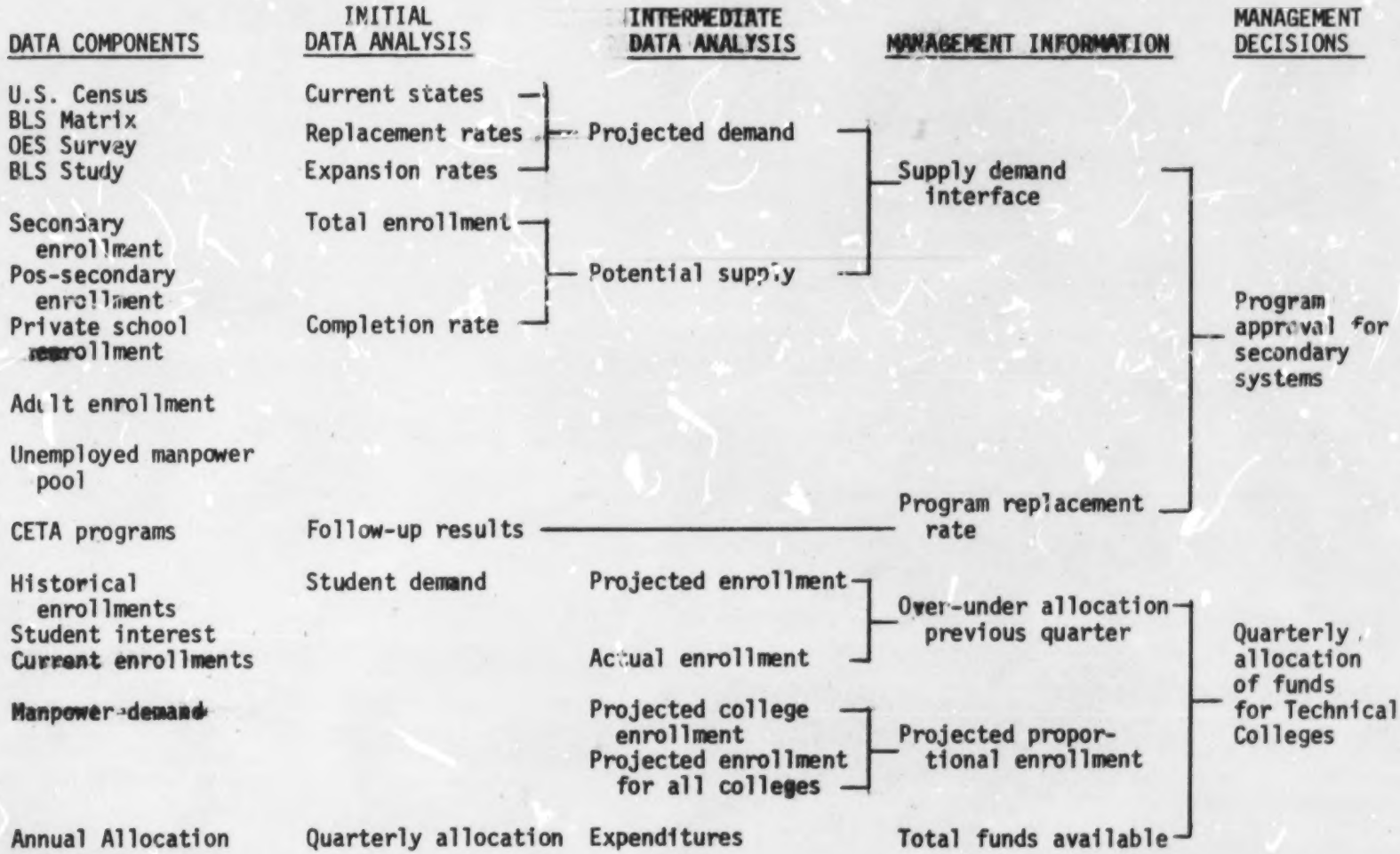
Currently one or more types of data information are incorporated into the system from each of the areas of input, process, product, and impact. Samples of specific information being processed into the decision making act and the general decision areas that are impacted are illustrated in Figure 2. The following description chronicles the development of the management information system and interrelates the achievements.

Initial development of the total MIS consisted of contracting with a local firm for computer time on a Honeywell 1642 located at Huntingdon College in Montgomery, Alabama, at a rate of approximately $1,000/mo. and free programming services to establish financial information output. Software for the fiscal subsystem was developed and a data base was built consisting of contract information pertaining to local educational agencies and institutions. The initial data base and software were adequate for daily operation procedures, but modifications were called for if diverse information requests were to be generated. It was realized that a full-time-in-house computer programmer was necessary if development of an efficient fiscal subsystem was to proceed as planned.

A computer programmer was hired to work directly with the Vocational Education Budget Officer and an accountant in the Division of Vocational Education to learn the procedures by which the Division of Vocational Education allocated and budgeted funds. This person also became familiar with traditional demands for data concerning finance. The data base was evaluated and changed to more effectively and efficiently

FIGURE 2

DECISION DATA SOURCES



allow access to needed data and production of necessary reports. Software was developed to produce on-going types of information needed on a day-to-day basis. This allowed the Budget Officer and/or Director to obtain these data via computer terminals placed in their offices.

A student accounting subsystem was then initiated to include information on each secondary school student. This subsystem was developed and is operated through telecommunications on the Univac 1110 Computer located at the University of Alabama in Tuscaloosa, Alabama. The information was collected on a scan sheet (Appendix A) and consisted of: the student's name, student's social security number, teacher's social security number, the zip code in the student's mailing address, the student's age, the grade level of the student, the USOE Code for the program, the student's ethnic origin (American Indian, Asian American, Black, Spanish Surname, White, Other), the student's sex, whether or not the student is in another vocational class, and a place for the teacher to identify whether the student was disadvantaged or handicapped. For the school year 1975-76, the scan form was revised to drop the student's social security number and age since it was found that these data items were not necessary for the overall functioning of the system.

The student accounting subsystem's initial data were secured via the scan form. A Final Enrollment Roster for Secondary Students (Appendix B), is prepared in May of each year from the initial data supplied by teacher/students. This form is used by the teacher to update and correct information provided in October. The teacher adds the names and information of any students enrolling in the program since October and corrects any erroneous information on students that were enrolled in October. The teacher further identifies students who have completed the program and checks to indicate if the student graduated from school in May, will be in school next year, or left school without graduating. The teacher identifies students who left school prior to completion and employed in field. Students that leave the program during the year are coded as to why they left (illness, deceased, entered active military duty, transferred to another school, transferred to another program in the same school, left the vocational program and still in school, left for employment in an unrelated field, dropped out for none of the aforementioned reasons, or unknown as to why the student left the program). The teacher checks a column on the form to indicate vocational youth organization membership. In addition, the teacher provides the home telephone number and mailing address of students who are identified as completing the program and graduating from school or completing the program and leaving school without graduating or not completing the program but employed in field. All additional information provided on the Final Enrollment Roster is keypunched and entered into the system.

In February a form is submitted by the teachers providing follow-up data on the previous year's completors (Appendix C). This consists of a computer print-out listing the names of students who have completed

the program the year before or who have left prior to completion and are employed in field. The USOE Code is printed on the form by the student's name, and the teacher indicates by checking blocks if the student is employed, in active military service, unemployed, continuing education at a higher level, or cannot be found to determine his status. If a student is employed, the teacher indicates whether this is in field or related field and whether full or part time or an in an unrelated field. If the student is in active military service, it is indicated as to whether this is in a related or unrelated field. Students who are unemployed are identified as to whether they are unable to work, seeking work, or unemployed by choice. Students continuing education at a higher level are identified as to whether they are in a private institution or public and, if public, whether it is a 4-year college, junior college, or technical college. These data are keypunched and entered into the overall student subsystem.

An institutional supply/demand interface subsystem has been made operational. A major obstacle to the development of this subsystem was that the census-based data providing the average annual job openings from 1974 to 1985 and the estimated employment for 1977 were produced by matrix code while institutional supply was available by USOE Codes. Several attempts have been made at cross-coding these, but little satisfaction and agreement can be found with these attempts. Finally it was decided to output data (Appendix D) by listing the USOE Code and USOE title then the occupational title as cross-coded. This gives users flexibility as they use the data for planning purposes. If the user feels that the occupational data would fit better under a different USOE Code, then it need simply be taken out of one category and placed in another. Many disclaimers are attached to output from this subsystem, and this is provided the user to help make better decisions using the data. The data are prepared for 8 major planning areas of the State and a total of 14 further substate areas. Data entry for the system is accomplished via keypunches. Output consists of certain state demographic data such as maps showing projected population growth/loss in each county of the state from April 1, 1970 to January 1, 1978, county population figures for 1975, per capita personal income for 1975 by county, and average annual employment for 1976 by county. Additional output is provided by planning area, SMSA, county and/or district which shows the USOE Code, USOE title, occupational title, average annual job openings by USOE Code, estimated 1977 employment by USOE Code, and institutional supply by USOE Code. Plans and work are currently underway to improve this output by making it available for each of or any combination of the 67 counties of the State instead of for the 8 planning areas, and by improving the institutional supply figures as the student accounting subsystem is expanded to levels other than secondary programs. The current institutional supply includes other levels but only as an aggregated USOE Code figure submitted by the various institutions and agencies. It is felt that figures tend to be more valid when done on an individual student basis. The output of this subsystem also includes a detailed break-out of follow-up data regarding secondary students by district, by county, by local education agency, and by total state. Hence, planners are able to look at

placement rates for their students and compare them with statewide placement data as well as occupational demand information.

The State Vocational Staff Personnel subsystem has been made operational. This subsystem accounts for state level personnel. Vocational education teachers in the State are accounted for in the fiscal subsystem and are considered to be local education agency personnel. State staff are accounted for by service area, by base location, and by funding source from which personnel are paid. Each person may have several entries relative to salary increases and funding sources. This subsystem, based on historical information on the employee, calculates the salary for each employee and employer's share of benefits if the person is to be paid from Federal funds. Budgets for personnel are prepared by service area, by base location, and by funding source. The software for this subsystem was developed and the subsystem is operated on the Univac 1110 Computer at the University of Alabama. Input data for the subsystem consist of the following information (Appendix E): employee's name, social security number, payroll number, position number, date of change in pay rate (other than standard probationary, annual or across-the-board cost-of-living increases) or classification, reason for the change, the service area to which assigned, the base location to which assigned and the funding source for salary and travel, bi-weekly rate of pay, the amount of travel budgeted, the salary step level within a classification, the classification code and title for which employed and/or presently working, the termination date, and the amount of accrued annual and sick leave payment. In addition to using this information for budget preparation, it is also used to develop a monthly pay plan that must be submitted to the State Comptroller before expending funds.

A financial subsystem was designed to integrate with all other subsystems. The financial subsystem design was the product of: (1) the person responsible for preparing vocational education budgets, predicting funding levels, calculating funding allocations estimating funding needs for legislative request, and informing decision-makers of changes that had any implications for decisions relating to fiscal matters; and (2) the persons responsible for monitoring expenditure of funds to see that these were compatible with prepared budgets and consistent with Federal and State laws, regulations, and policies. These people were and are involved with decision-makers in many of the ongoing day-to-day needs and are made aware of additional and/or unusal data needs and requests. During developmental stages these needs and requests often called for major data base changes; however, during the past year these changes have been minor ones. In order to be a functional, efficient subsystem, persons involved in designing, developing, and operating the system must be prepared to make minor and major changes as the need arises. Constant involvement and contact with decision-makers provides the essential mechanism for making changes in a timely, organized fashion.

An operational description of the financial subsystem is presented in Figure 3. The operational description depicts the variety of data sources and information generation purposes.

The financial subsystem is used to produce both scheduled and a wide variety of special one-time reports. Figure 4 lists the standard financial reports produced from the system. Additional capabilities are indicated in the following section.

B. Current Capabilities

The Alabama Vocational MIS currently possesses the data and capability for producing the following output:

1. Prepare contracts and budgets by teacher, and by service area for 127 local educational agencies. (Appendix F)

2. Prepare financial data for the State Plan for Vocational Education.

3. Provide Division of Administration and Finance with necessary data for distributing funds to LEA's. (Appendix G)

4. Provide data necessary for preparation of the annual state appropriation request.

5. Provide information by six digit USOE Code for tracking each dollar spent for vocational education to the program participants that benefit from that expenditure.

6. Determine relative cost of programs.

7. Determine eligible recipients' entitlement of funds.

8. Prepare annual required federal reports.

9. Prepare annual required State Statistical Report.

10. Prepare state profiles of student population by service area (Trade & Industrial Education, Business and Office Education, etc.) or by USOE Code by regions of the State. (Appendix H)

11. Provide institutional supply information for program evaluation.

12. Provide placement data by USOE Code, by school, by school system, and by statewide totals for program evaluation. (Appendix I)

FIGURE 3

OPERATIONAL DESCRIPTION OF FINANCIAL SUBSYSTEM

Input Data	Source of Data	Method of Collection	Method of Entry	Frequency of Collection	Output Report Destination
(1) Local personnel system, service, social security number, active or inactive, name, sex, ethnic origin, experience, starting month and day of contract, number of salary entries, employer's share of social security paid during previous months of calendar year, local maintenance, replacement number, if any; then begins salary entries - may be multiple: new unit flag, beginning date of this salary level, last date of this salary level, rank, percent reimbursement, source of funding, supplement and/or unusual flag, school code, enrollment, travel (usually calculated), salary (usually calculated), employer's share of teacher retirement (usually calculated), employer's share of social security (usually calculated)	Local agencies are given a print out of current information and asked to update for the next fiscal year (annual in May or June)	Mail-out	On line communication terminal under program control	Annual	Local fund recipient, State supervisors of program areas, Assistant Director of Program Services, Local Vocational Director, State Director of Vocational Education, Assistant Superintendent for Instructional Services, accountants in Division of Administration and Finance (where actual distribution of funds occur), Budget Officer, Ala. Advisory Council on Vocational Education, State Board of Education
	State supervisors of program areas and local agencies submit change request as they occur	In-house form completion	On-line communication terminal under program control	As change occurs	

FIGURE 3 (Continued)

Input Data	Source of Data	Method of Collection	Method of Entry	Frequency of Collection	Output Report Destination
(2) Total school enrollment grades 1-12, economic index, current teacher units in the field	Division of Administration and Finance, Budget Office for Vocational Education	In-house information transfer	On-line data communication terminal under program control	Annual	State Director of Vocational Education, local agencies, State Board of Education
(3) Indication of depressed area, number of new programs, unemployment rate, economic index, number of low income families, previous fiscal year budget, local program application	Department of Commerce Budget Office for Vocational Education, Department of Industrial Relations, Department of Commerce, Budget Office for Vocational Education, local agency	Inter-Agency Communication	On-line data communication terminal under program control	Annual	State Director of Vocational Education, local agencies, State Board of Education
(4) Social security number, original employment date, position number, payroll number, previous calendar social security, if necessary, starting date of new salary level, service area, base location, reason for entry; reimbursement level, funding source, starting salary step, current salary step, travel budget, special (non-standard) salary, if any, classification	Individual staff member and personnel board	In-house and Inter-Agency Communication	On-line data communication terminal under program control	As change occurs	Budget Officer for Vocational Education, state accounts, Division of Administration and Finance, State Board of Education

FIGURE 4

STANDARD FINANCIAL REPORTS

Output Information	Frequency of Report	Organization(s) and/or Officers Who Receive Reports on Regular Basis	Organization(s) and/or Officers Requesting Reports
(1) Current budgets (expenditures at end of year) by system, by service area, by funding source including breakdowns by units, salary, employer's share of teacher retirement, social security, travel. Optionally by individual system or service area.	On Request	Budget Office, Vocational Education; Accountants, Administration and Finance; State Board of Education; Local Agencies	State Director, Vocational Education; Alabama Advisory Council on Vocational Education; Accountants, Administration and Finance; State Board of Education; Assistant Superintendent for Instructional Services
Individual instructors contract term, rank, experience, reimbursement, sex, ethnic origin, social security number, system and service area where employed, salary, teacher retirement (employer's share), and travel	On Request	Budget Office, Vocational Education; Administration and Finance; State Board of Education; Local Agencies	State Director, Vocational Education; Alabama Advisory Council on Vocational Education; Accountants, Administration and Finance; State Board of Education; Assistant Superintendent for Instructional Services
(2) Vocational unit entitlement, current units (1976-77)	Annual	Budget Office, Vocational Education; Accountants, Administration and Finance; State Board of Education; Local Agencies	State Director, Vocational Education; Alabama Advisory Council on Vocational Education; Accountants, Administration and Finance; State Board of Education; Assistant Superintendent for Instructional Services

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FIGURE 4 (Continued)

Output Information	Frequency of Report	Organization(s) and/or Officers Who Receive Reports on Regular Basis	Organization(s) and/or Officers Requesting Reports
(3) Percent funding of local board application of state and federal funds (1977-78)	Annual	Budget Office, Vocational Education; Accountants, Administration and Finance; State Board of Education; Local Agencies	State Director, Vocational Education; Alabama Advisory Council on Vocational Education; Accountants, Administration and Finance; State Board of Education; Assistant Superintendent for Instructional Services
(4) Budgeted amount by service area/office/base location by funding source: includes breakdown by salary, employer's share of teacher retirement, social security, travel	On Request	Budget Officer Administration and Finance; State Board of Education	State Director, Vocational Education; Alabama Advisory Council on Vocational Education; Accountants, Administration and Finance; State Board of Education; Assistant Superintendent for Instructional Services
(5) Various graphs and maps depicting available data	On Request	Budget Officer Administration and Finance; State Board of Education	State Director, Vocational Education; Alabama Advisory Council on Vocational Education; Accountants; Administration and Finance; State Board of Education; Assistant Superintendent for Instructional Services

13. Provide institutional supply information and supply/demand interface output of regional occupational information for local education agencies use in program planning. (Appendix J)

14. Provide program leaver information for program evaluation.

15. Provide local education agencies with local and state-wide data such as enrollment and follow-up by USOE Code, by sex, and by ethnic origin of students for use in program planning and program evaluation.

16. Prepare calculations of required local funds that must be expended for each teacher for supplies and materials.

17. Prepare current budget figures for the State Director of Vocational Education, the Assistant Superintendent of Education for Instructional Services, the State Superintendent of Education, the State Board of Education, and other agencies as requested.

18. Identify the number of students enrolled by USOE Code, by sex, by ethnic origin, by teacher, and by school for program planning and evaluation.

19. Identify students by USOE Code, by sex, by ethnic origin, by teacher, and by school who are enrolled in a cooperative program. (Appendix K)

20. Identify students by sex, by ethnic origin, and by school who are members of vocational youth organizations.

21. Provide program follow-up information by USOE Code, by sex, by ethnic origin, by teacher, and by school for program evaluation.

22. Provide student address labels and student home phone numbers for direct student follow-up.

23. Prepare budgets by source of funding, by service area, and by base location for state administrative and supervisory staff.

C. Accomplishments of Objectives

The project was a developmental activity in which the implementation of a responsive, valid, tested system for gathering, processing, and outputting management information was the desired end product. This purpose was accomplished and this accomplishment is briefly described relative to the original objectives of the project.

Objective 1: Design the framework for a comprehensive vocational education MIS regarding the basic components of (a) student accounting at three levels, (b) fiscal accounting of state programs, (c) manpower analysis, and (d) program evaluation.

Accomplishments: The basic framework components were identified. Framework structure for secondary student accounting was developed. Data components and data collection and processing procedures were developed for post-secondary programs. (See Appendix L for list of components included in the post-secondary subsystem.) Fiscal accounting of state programs was automated. Manpower analysis data system was designed and implemented. Program evaluation system was designed and initiated. (See Appendix I for vocational follow-up information used in program evaluation.)

Objective 2: Develop automated data collection and processing for the following subsystems: technical college enrollments, junior college enrollments, adult preparatory follow-up, Alabama Industrial Development Training (AIDT) fiscal accounting, secondary program evaluation, and institutional supply-demand interface.

Accomplishments: Data collection and processing were semi-automated for technical college enrollments, Alabama Industrial Development Training fiscal accounting, and secondary program evaluation. Automated institutional supply interface with occupational demand was accomplished.

Objective 3: Field test automated data processing of the following components: annual enrollment reports, secondary and post-secondary enrollment updating, annual teacher reports, technical college follow-up, secondary students follow-up report.

Accomplishments: Automated data processing was field tested for annual enrollment reports, secondary enrollment updating, annual teacher reports, annual fiscal reports, and secondary student follow-up procedures.

V. FUTURE PLANS FOR CONTINUING USE AND DEVELOPMENT

All subsystems currently in existence in Alabama will be continued. Changes in federal legislation and state policies will call for some modification in some subsystems. The following modifications and additions are anticipated:

A. Fiscal Subsystem

At the present time the system only functions with budgets and expenditures at the secondary level. It is anticipated that post-secondary and adult levels will be added in 1977-78.

Alabama presently funds only initial construction of facilities, teacher salaries, travel allowance for those teachers and fringe benefits for those teachers from Federal and State vocational funds. Construction funds to eligible recipients are distributed on reimbursement basis, and claims are coded to indicate program areas, type of expenditure, etc. Teacher salaries and benefits are advanced to recipients, and budgets serve to indicate funding level of these until the end of the year when a Statement of Expenditure is prepared by each eligible recipient. At that time, budgeted figures are replaced by actual expenditures.

During the 1977-78 year, plans are being made to make funds available to eligible recipients for equipment, supplies, curriculum materials, etc. These funds will be paid on a claim for reimbursement basis and the recipient will code each invoice by budget category to maintain present degree of accountability. It is anticipated that invoices will have to be coded by the social security number of the teacher(s) using the equipment and/or supplies since local agency accountants may have difficulty with USOE Codes. These will be entered into the system by budget category and teacher social security number to identify program cost. A local instructor file will be maintained to tie these costs to USOE Codes.

B. Student Accounting Subsystem

The student accounting subsystem is presently operational only at the secondary level. A subsystem has been designed for expanding to the post-secondary and adult levels. It is anticipated that this subsystem will be implemented at these levels during the 1977-78 school year.

Design for a similar overall Management Information System has been prepared for other levels of vocational education in the State of Alabama.

Most of the current system would be adaptable to other levels as is. Some modification would be required in certain components. The fiscal subsystem and the student accounting would require modification. Other subsystems would be adaptable as they currently exist. Design for the student accounting subsystem at other levels includes the following data to be collected on each initial enrollee: name, social security number, date of birth, sex, ethnic origin, VA benefits (yes or no), veteran (yes or no), receiving retirement benefits (yes or no), completed a vocational program in high school (yes or no), if previous answer is "yes", type of program (agribusiness, business and office education, etc.), permanent address and telephone number, status of present employment (if applicable), monthly salary range (if applicable), course number (USOE Code), course title, name of instructor(s), and length of course (hours). Student enrollment files will be updated by having each institution submit the name and social security number of all dropouts, completors, or reentries once each quarter.

Post-secondary and adult follow-up (February 15 of each year) will be conducted in a manner identical to the secondary follow-up procedure. The Alabama Vocational MIS will be continually expanded and modified in response to the growing program and changing needs of vocational education in the State.

REFERENCES CITED

Lee, Arthur M., and Sartin, Robert. Learning a Living Across the Nation Vol. 2. Project Baseline Second National Report. Flagstaff: Northern Arizona University, November 1973.

McCracken, J. David. Information Needs of State Directors of Vocational Education. Research and Development Series No. 83. Columbus: The Center for Vocational and Technical Education, The Ohio State University, March 1973.

Morgan, Robert L., Ballenger, William L., and Lawrence, John E. S. Management Information Systems for Vocational Education: A National Overview. Technical Report No. 1. Raleigh: Center for Occupational Education, North Carolina State University at Raleigh, 1974.

APPENDICES

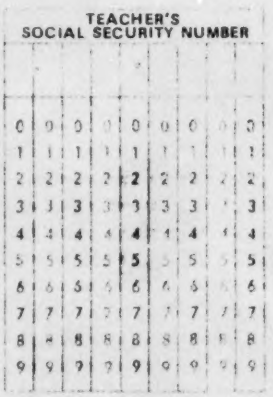
APPENDIX A

STUDENT DATA FORM

INSTRUCTIONS: 1. USE NO. 2 PENCIL ONLY
2. ERASE COMPLETELY MARKS YOU WISH TO CHANGE.

START HERE ↓ LAST NAME FIRST NAME MI

TEACHER'S SOCIAL SECURITY NUMBER



ZIP CODE IN MAILING ADDRESS

GRADE LEVEL H. R.

U.S.O.E. CODE FOR THIS COURSE

ETHNIC ORIGIN

AMERICAN INDIAN
ASIAN AMERICAN
BLACK
SPANISH SURNAMED
WHITE
OTHER

SEX

MALE
FEMALE

ARE YOU IN ANOTHER VOCATIONAL CLASS?

YES
NO

TEACHER USE ONLY

R
D
H

DC 12-904 A

STATE DEPARTMENT OF EDUCATION
DIVISION OF
VOCATIONAL EDUCATION

T.L. Faulkner, Director

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APPENDIX B

Prepared by:
Management Information Service

STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

FINAL ENROLLMENT ROSTER FOR 1975-76

SECONDARY VOCATIONAL EDUCATION STUDENTS

INSTRUCTOR :

SYSTEM CODE :

SCHOOL CODE :

SERVICE CODE :

SOCIAL SECURITY : - -

SYSTEM NAME :

SCHOOL NAME :

SERVICE AREA :

***** INSTRUCTIONS *****

1. MAKE ANY NEEDED CORRECTIONS (SEE ENCLOSED USOE CODE LIST AND TITLES) AND/OR ADDITIONS TO "STUDENT NAME", "USOE CODE", "SEX", "ETHNIC ORIGIN", AND "GRADE LEVEL". THE AFOREMENTIONED INFORMATION IS REQUIRED FOR ALL NEW STUDENTS

2. GIVE HOME TELEPHONE NUMBERS AND PRINT HOME ADDRESS OF STUDENTS MARKED IN ITEMS (1), (3) OR (4) AND ALL 12TH GRADERS

3. ITEMS 1-4 PLACE AN "X" IN APPROPRIATE BOX IF "STUDENT HAS COMPLETED THIS PROGRAM" OR "LEFT SCHOOL PRIOR TO COMPLETION AND EMPLOYED IN FIELD"

4. ITEM 5 GIVE CODE FOR STUDENTS WHO HAVE LEFT YOUR PROGRAM DURING THE YEAR

A = ILLNESS (INCLUDES PREGNANCY)
B = DECEASED
C = ACTIVE MILITARY DUTY
D = TRANSFERED TO ANOTHER SCHOOL
E = TRANSFERED TO ANOTHER VOCATIONAL PROGRAM IN SAME SCHOOL
F = LEFT VOCATIONAL PROGRAM AND STILL IN SCHOOL
G = LEFT FOR EMPLOYMENT IN UNRELATED FIELD
H = DROPPED OUT OF SCHOOL FOR NONE OF THE ABOVE REASONS
I = UNKNOWN

5. ITEM 6 PLACE AN "X" HERE IF STUDENT IS ENROLLED IN COOPERATIVE PROGRAM

6. ITEM 7 GIVE APPROPRIATE CODE/S FOR STUDENTS WHO BELONG TO VOCATIONAL YOUTH ORGANIZATION
A = DECA
B = FHLA
C = FFA
D = FHA
E = HOSCA
F = VICA

7. ITEMS 8-9 PLACE AN "X" IN (8) OR (9) IF STUDENT IS IN "ANOTHER VOCATIONAL PROGRAM"

8. RETURN BY 14 MAY 1976 TO: DR. MARY L. SIMMS, MANAGEMENT INFORMATION SERVICE, RM 866, STATE OFFICE BLDG, MONTGOMERY AL. 36130

***** ABBREVIATIONS *****

SCH = SCHOOL
YR = YEAR
SERV = SERVICE
TELE = TELEPHONE

M = MALE
F = FEMALE
I = AMERICAN INDIAN
A = ASIAN AMERICAN
B = BLACK
W = WHITE
S = SPANISH SURNAMED
O = OTHER

DATE 051476 PAGE 612

FINAL ENROLLMENT ROSTER FOR 1975-76

STUDENT NAME	USOE CODE	(1) GRADUAT-ES THIS YEAR	(2) WILL BE IN NEXT YR	(3) HAS LEFT SCH	(4) STUDENT LEFT SCHOOL PRIOR TO COMPLETION AND EMPLOYED IN FIELD	(5) DROP OUT	(6) IDENT CODE	(7) COOP CODE	(8) IN ANOTHER VOC PROGRAM/ STSAME	(9) IN ANOTHER VOC PROGRAM/ DIFF	YOUTH ORGANIZATION	SERV AREA	(1)(3)(4) GIVE HOME TELEPHONE NUMBER AND PRINT HOME ADDRESS OF STUDENT MARKED IN COLUMNS 1,3 OR 4 AND ALL OTHER 12TH GRADERS	
													TELE	STREET CITY

APPENDIX C

STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

FOLLOW-UP OF 1974-75 SECONDARY COMPLETORS

OF AN OCCUPATIONAL PROGRAM

INSTRUCTOR	NIGHTOWER, WANDA C	SOCIAL SECURITY	417-52-1779
SYSTEM CODE	42	SYSTEM NAME	LIMESTONE
SCHOOL CODE	6899	SCHOOL NAME	LIMESTONE CO. AVC
SERVICE CODE	7	SERVICE AREA	OCCUPATIONAL HOME ECONOMICS

***** INSTRUCTIONS *****

1. PLACE AN "X" IN THE APPROPRIATE BOX NEXT TO THE NAME OF THE STUDENT
2. CORRECT ANY ERRORS FOUND IN STUDENT'S NAME AND/OR USOE CODE FOR OCCUPATIONAL PROGRAMS
3. ADD NAME AND USOE CODE FOR ANY STUDENTS WHO WERE OMITTED FROM YOUR LIST, BUT SHOULD HAVE BEEN COUNTED AS A COMPLETOR
4. A COMPLETOR MUST HAVE LEFT SCHOOL BEFORE JUNE 30, 1975
5. IF THIS TEACHER HAS BEEN REPLACED, PLEASE GIVE TO REPLACING TEACHER
6. RETURN 1 MARCH 1976, BUT PLEASE DO NOT RETURN UNMARKED

***** NOTE *****

IF A STUDENT IS CONTINUING EDUCATION AT A HIGHER LEVEL AND IS EMPLOYED, PLEASE INDICATE BY USING TWO (2) APPROPRIATE X'S

***** ABBREVIATIONS *****

FT	FULL TIME
PT	PART TIME
REL	RELATED
UNREL	UNRELATED

FOLLOW-UP OF 1974-75 SECONDARY COMPLETORS

PAGE 1

STUDENT	USOE	EMPLOYED						ACTIVE MILITARY		UNEMPLOYED			CONTINUING EDUC AT HIGHER LEVEL						
		IN FIELD		REL FIELD		UNREL FIELD							PUBLIC			PRIVATE			
		FT	PT	FT	PT	FT	PT	REL FIELD	UNREL FIELD	SEEKING WORK	BY CHOICE HOUSEWIFE ETC.	DISABLED UNABLE TO WORK	4 YR COLL	JR COLL	TECHNICAL INST/COLL	4 YR COLL	JR COLL	OTHER	STATUS UNKNOWN

APPENDIX D

DISTRICT VI

USOE	TITLE		OCCUPATION	AVERAGE ANNUAL JOB OPENINGS	ESTIMATED 1977 EMPLOYMENT	INSTITUTIONAL SUPPLY 1974 - 75
01010000	AGRICULTURAL PRODUCTION		FARM MANAGEMENT ADVISORS	0	0	40
			ANIMAL CARETAKERS, EXC. FARM	0	0	
			FARMERS & FARM WORKERS	10	3610	
			FARMERS & FARM MANAGERS	0	0	
			FARM LABORERS, FARM SUPERVISORS	0	0	
TOTALS -	AGRICULTURAL PRODUCTION			10	3610	40
01020000	AGRICULTURAL SUPPLIES/SERVICES		MILLERS, GRAIN, FLOUR, FEED	0	0	2
01030000	AGRICULTURAL MECHANICS	*	CARPENTERS & APPRENTICES	50	1090	121
		*	BRICKMASONS, STONEMASONS, APPRENTICES	0	180	
		*	CEMENT & CONCRETE FINISHERS	0	50	
		*	FLOOR LAYERS, EXC. TILE SETTERS	0	0	
		*	PAINTERS, APPREN., CONSTR. & MAINT.	10	380	
		*	ROOFERS & SLATERS	0	60	
		*	STRUCTURAL METAL CRAFTS WORKERS	0	70	
			FARM IMPLEMENT	0	40	
		*	HEAVY EQUIP. MECH., INC. DIESEL	30	810	
		*	CARPENTERS HELPERS	0	0	
TOTALS -	AGRICULTURAL MECHANICS			90	2680	121
01040000	FOOD PRODUCTS		BUYERS, SHIPPERS, FARM PROD.	0	0	18
		*	MEAT CUTTERS, BUTCHER, EXC MFG.	0	0	
		*	MEAT CUTTERS, BUTCHERS	0	0	
TOTALS -	FOOD PRODUCTS			0	0	18
01050000	ORNAMENTAL HORTICULTURE		GARDENERS, GROUNDKEEPER, EXC. FARM	0	0	18
01070000	FORESTRY		FORESTERS, CONSERVATIONISTS	0	0	29

* - THIS OCCUPATION LISTED UNDER VARIOUS U.S.O.E. TITLES
I - THIS VALUE COMPILED AS INSIGNIFICANT - 0 USED IN TOTALS

APPENDIX E

TO BE COMPLETED ON ALL STAFF MEMBERS IN EMPLOYMENT ON OR SINCE DECEMBER 29, 1976:

NAME _____ SSN ___-___-___ PAYROLL NO. _____ POSITION NO. _____

ANNUAL RAISE DATE as of December 29, 1976: _____/_____/_____
mo. day year

Complete the line labeled INITIAL, using 12/29/76 if the staff member was employed on or before that date, or use the date of employment for persons employed after that time.

Complete on the lines following INITIAL only items which have changed and the date of the change. Do not record probationary, annual, or across-the-board cost-of-living raises.

DATE OF CHANGE	REASON FOR CHANGE	EMPLOYED: SERVICE	EMPLOYED: BASE	FUNDING SOURCE*	BI-WEEKLY RATE	ANNUAL TRAVEL	SALARY STEP	CLASSIFICATION CODE	CLASSIFICATION TITLE
	INITIAL								

If the person's employment has terminated, enter the last date of employment and the accumulated leave payment below:

LAST DAY: _____/_____/_____ ACCUMULATED LEAVE PAYMENT: $_____

* To be provided by M.I.S.

APPENDIX F

*** CONTRACT ***

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36130

FORM VEB-2A
VOCATIONAL EDUCATION

July 1, 1975-June 30, 1976

Fund: STATE System: AUTAUGA COUNTY Vocational Service: AGRIBUSINESS

City, County, or Voc. Tech. School

SCHL CODE	SOC.SEC.NO.	ACT	INSTRUCTORS NAME	RANK	EXP	NO.MONTHS	MONTHLY REIMB.	ANNUAL REIMB.	TEACHER RETIR.	SOCIAL SECUR.	TRAVEL	TOTAL	LOCAL MAIN.
10	424-50-0969	STATE	DOE, JOHNNY B.	I	13	2 0/30	1105.00	2210.00	0.00	0.00	100.00	2310.00	567.50
10	424-50-0969	STATE		I	13	10 0/30	1239.00	12390.00	0.00	0.00	500.00	12890.00	
10	422-16-0884	STATE	DOE, MICHAEL M.	AA	27	2 0/30	1155.00	2310.00	0.00	0.00	100.00	2410.00	655.00
10	422-16-0884	STATE		AA	27	10 0/30	1296.00	12960.00	0.00	0.00	500.00	13460.00	
10	423-18-4101	STATE	DOE, FREDRICK	I	13	2 0/30	1105.00	2210.00	0.00	0.00	100.00	2310.00	497.50
10	423-18-4101	STATE		I	13	10 0/30	1239.00	12390.00	0.00	0.00	500.00	12890.00	
40	423-62-4175	STATE	DOE, WILLIE H.	II	3	2 0/30	896.00	1792.00	0.00	0.00	100.00	1892.00	422.50
40	423-62-4175	STATE		II	3	10 0/30	1005.00	10050.00	0.00	0.00	500.00	10550.00	
50	420-34-0019	STATE	DOE, WILLIAM	II	19	2 0/30	961.00	1922.00	0.00	0.00	100.00	2022.00	417.50
50	420-34-0019	STATE		II	19	10 0/30	1077.00	10770.00	0.00	0.00	500.00	11270.00	

TOTALS:

Schools: 3 Teachers: 5 69004.00 0.00 0.00 3000.00 72004.00

Total: 72004.00

NOTE: In some cases where teachers have changed, or have changed their names, strike out name of teacher listed and enter in same space information about new teacher in order that the reimbursable salary for teacher may be calculated by this office. Names should be identical to teachers' social security records.

Local Boards must budget and provide for expenditure the funds shown as Local Maintenance. These expenditures will be reported on the Statement of Expenditures at the end of the year.

SIGNED:_____ APPROVED:_____ DATE:_____

SUPERINTENDENT STATE SUPERINTENDENT

Prepared by:
Management Information Service

FORM VEB-1A

DATE: APRIL 1, 1976

APPENDIX G
STATE OF ALABAMA
DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36130

Prepared by:
Management Information Service

AUTAUGA COUNTY

For Fiscal Year July 1, 1975 - June 30, 1976

BUDGET FOR VOCATIONAL FUNDS

Under terms of State and Federal Vocational Education Acts and the approved State Plan setting forth regulations to be observed in the administration of vocational programs, the State Department of Education hereby allocates to the Board of Education of AUTAUGA COUNTY School System funds for conducting Vocational Programs listed below:

Programs	# of Units	Total State Salaries	Total State Travel	Total Feceral Salaries	Total Teacher Retirement	Total Social Security	Total Federal Travel
1. Agribusiness	5.00	69004.00	3000.00	0.00	0.00	0.00	0.00
2. Business & Office	1.00	5125.00	150.00	5014.00	548.53	293.32	150.00
3. Vocational Counseling	1.00	15270.00	500.00	0.00	0.00	0.00	0.00
4. Distributive Education	1.00	7434.00	250.00	7166.00	783.96	419.22	250.00
5. Home Economics	8.00	88533.00	2400.00	0.00	0.00	0.00	0.00
6. Home Economics, Occ.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Health Occupations	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Trade and Industrial	1.00	9813.00	300.00	0.00	0.00	0.00	0.00
9. Industrial Arts	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Ancillary	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTALS	17.00	195179.00	6600.00	12180.00	1332.49	712.54	400.00

TOTAL STATE: 201779.00 TOTAL FEDERAL: 14625.03
GRAND TOTAL: 216404.03

The above sums indicated are based upon FORM VEB-2C showing names of individual teachers, rank of certification, years of teaching experience, salary rate, amount of travel, and school in which teaching. Any changes in the content of FORM VEB-2C will have prior approval of the State Department of Education.

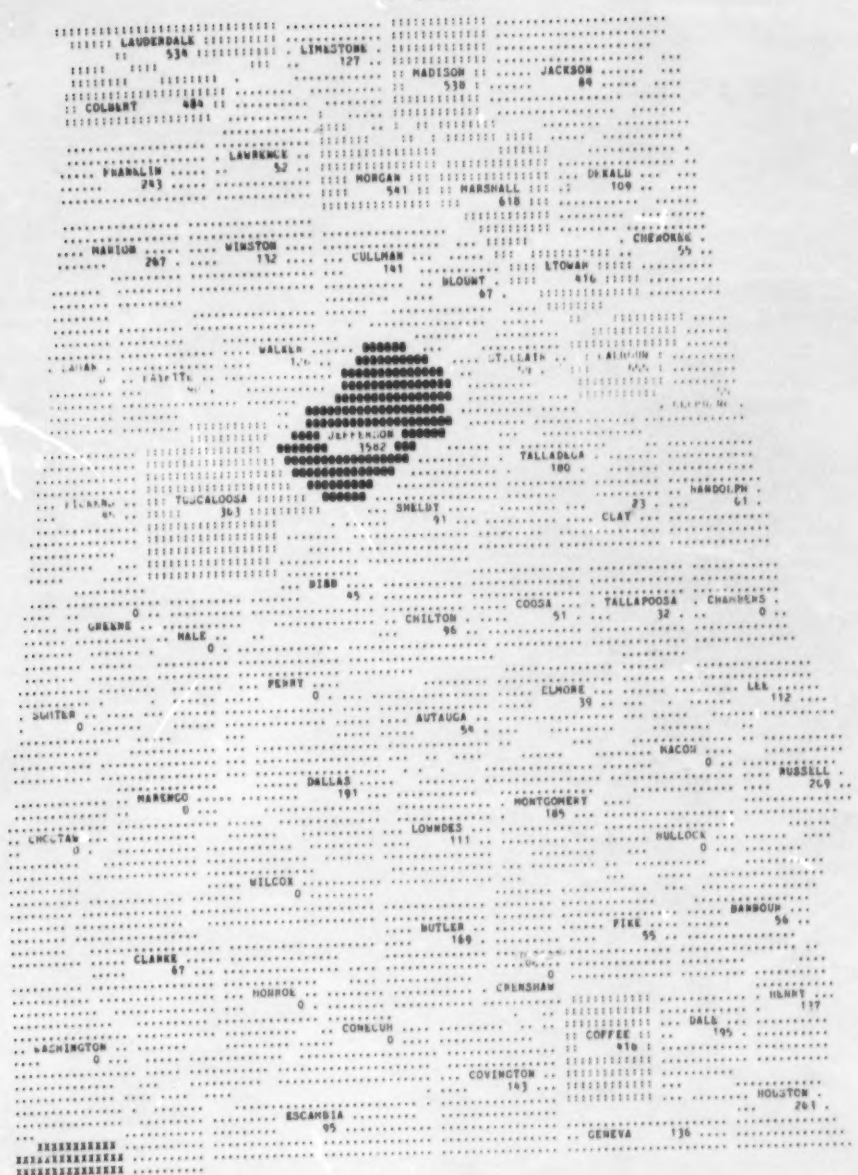
Under terms of State and Federal Vocational Education Acts and the approved State Plan setting forth regulations to be observed in the administration of vocational programs, the undersigned board agrees to pay salaries of vocational teachers from these funds. The local board will file no later than 20 days after the close of the Federal fiscal year with the State Department of Education a letter of certification that these funds have been spent in accordance with Federal and State laws and policies governing the use of vocational education funds. Unexpended funds will revert to the State Dept. of Education.

Conditions governing the use of vocational funds as stated in both Federal and State laws and policies are part of this contract.

Approved: _____
State Superintendent of Education

Superintendent: _____
For Local Board of Education

APPENDIX H



STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

1974-75 SECONDARY ENROLLMENT DATA

BUSINESS AND OFFICE EDUCATION ENROLLMENT
BY COUNTY

	.....	#####	#####	<<<<<	00000	XXXXX	#####	#####	#####	#####
	.....	#####	#####	<<<<<	00000	XXXXX	#####	#####	#####	#####
	.....	#####	#####	<<<<<	00000	XXXXX	#####	#####	#####	#####
MINIMUM	0.00	359.00	717.00	1076.00	1434.00	1792.00	2150.00	2508.00	2867.00	3225.00
MAXIMUM	358.00	716.00	1075.00	1433.00	1791.00	2149.00	2507.00	2866.00	3224.00	3582.00

prepared by:
management information service

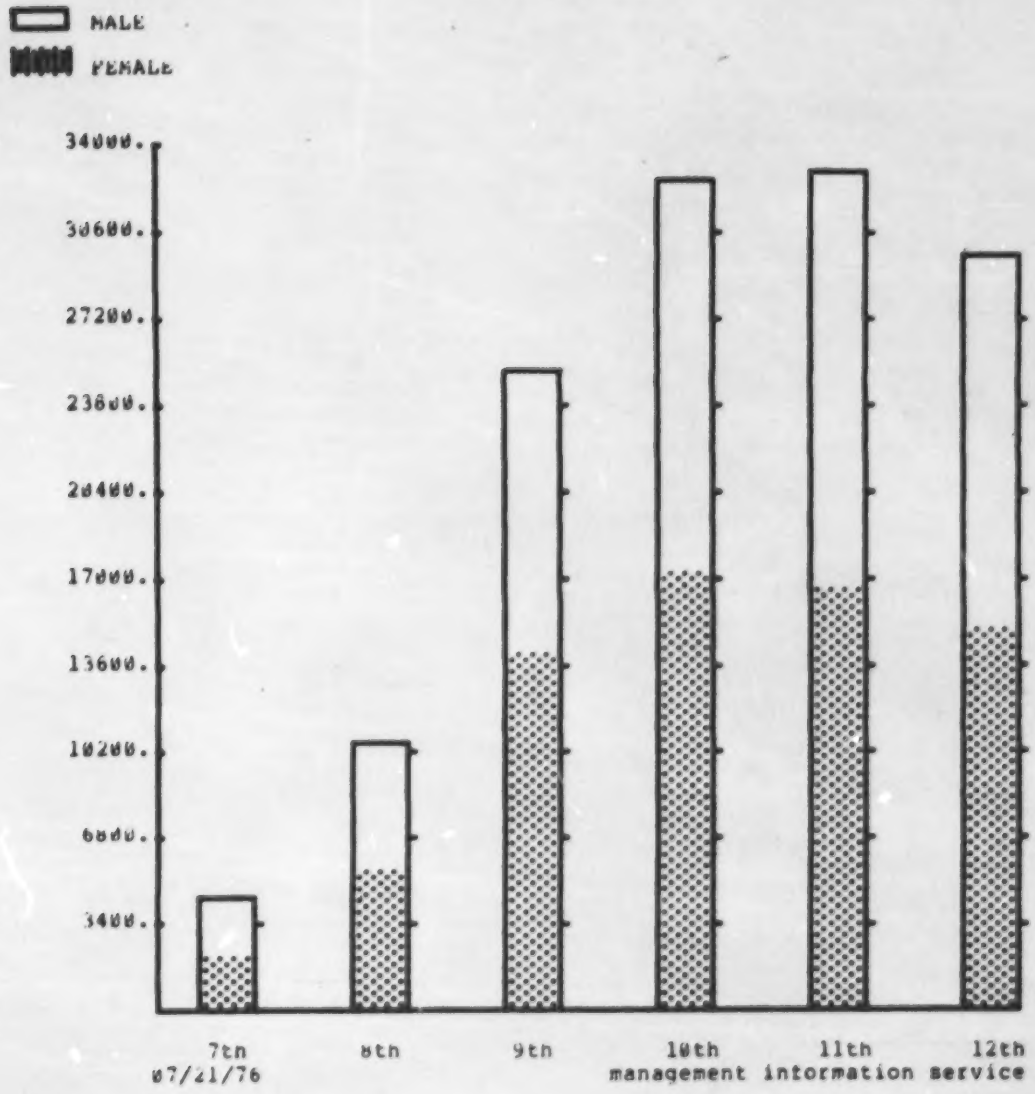
APPENDIX H (Continued)

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

1975-76 SECONDARY VOCATIONAL
ENROLLMENT DATA

TOTAL ENROLLMENT

SEX
BY GRADE LEVEL



APPENDIX H (Continued)

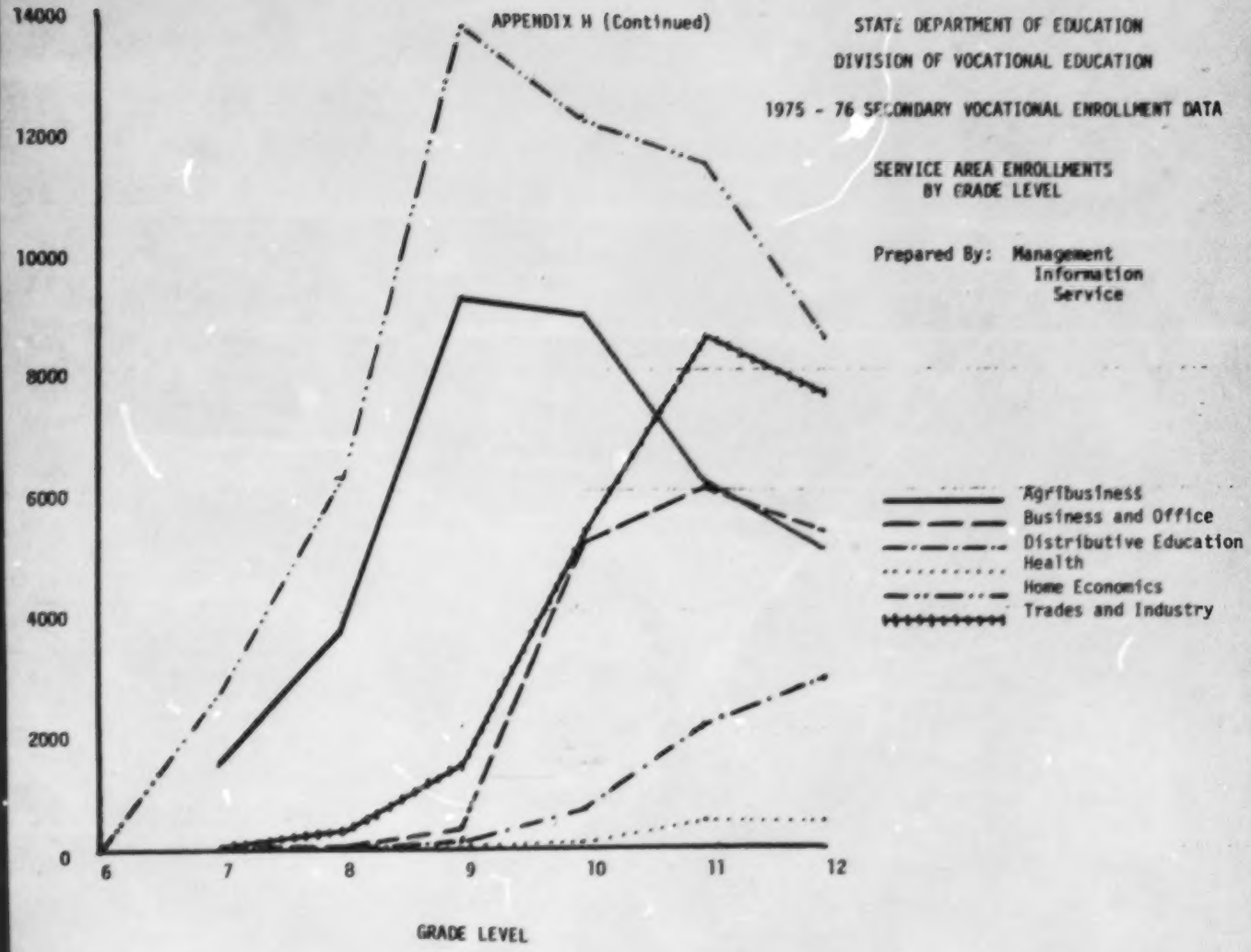
STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

1975 - 76 SECONDARY VOCATIONAL ENROLLMENT DATA

SERVICE AREA ENROLLMENTS
BY GRADE LEVEL

Prepared By: Management
Information
Service



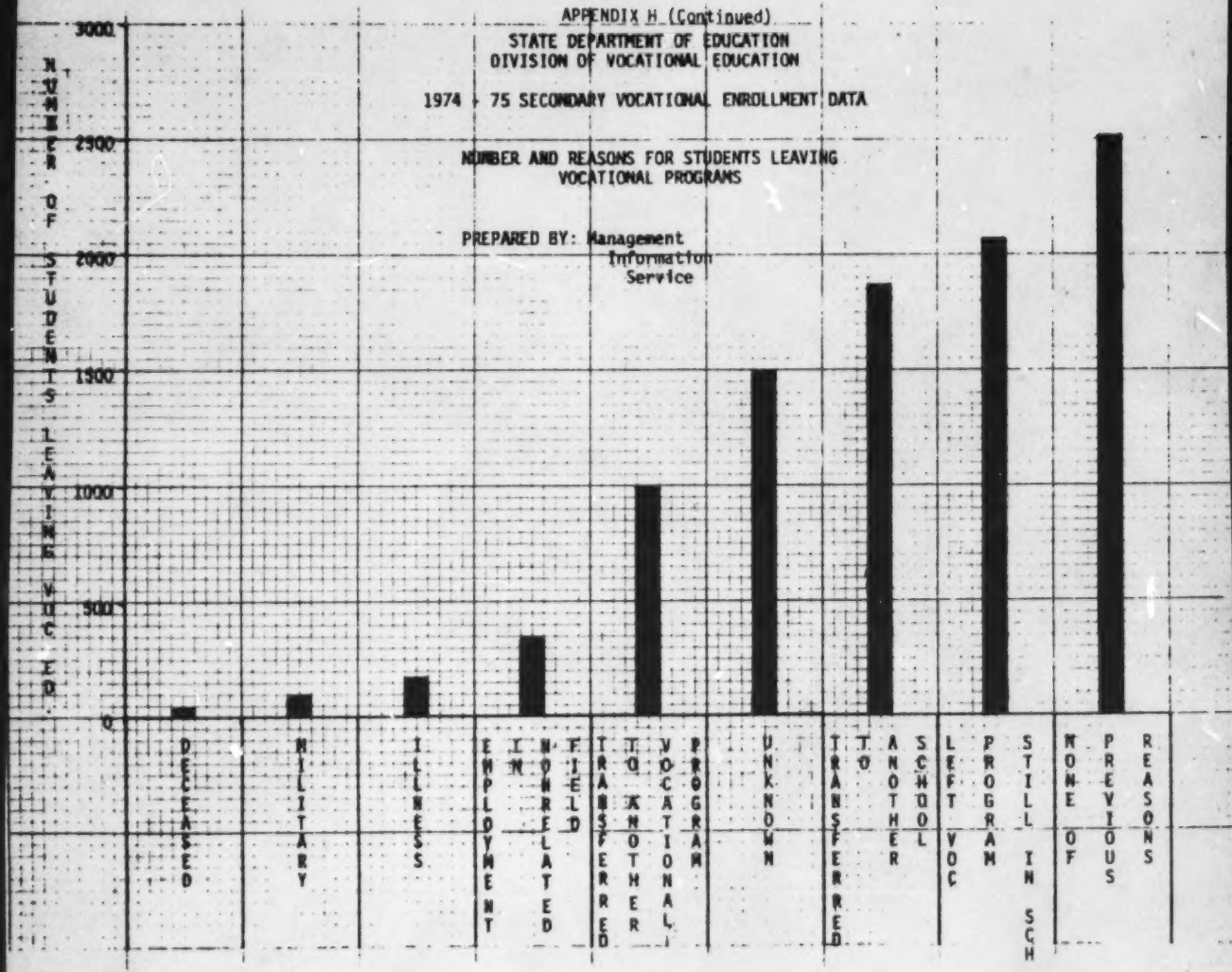
APPENDIX H (Continued)

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

1974 - 75 SECONDARY VOCATIONAL ENROLLMENT DATA

NUMBER AND REASONS FOR STUDENTS LEAVING
VOCATIONAL PROGRAMS

PREPARED BY: Management
Information
Service



APPENDIX I

STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

1975-76 FOLLOW-UP DISTRICT VI

USOE CODES	STATUS	TOTAL STUDENTS	STAT. UNK	% OF TOT. REP.	CONT. ED.	% OF TOT	KNOWN TO BE NOT AVAILABLE FOR PLACEMENT: OTHER REASONS: MILITARY REL	MILITARY UNREL	BY CHOICE	DISABLED	TOTAL	% OF TOT	KNOWN TO HAVE BEEN AVAILABLE FOR PLACEMENT: IN FLD? FT	REL FLD? PT	TOTAL	% OF TOT	SEEKING WORK	% OF TOT	UNREL FLD	IN FLD? PT	REL FLD? PT	TOTAL	% OF TOT
171001	CARPENTRY	3	1	25.0	0	.0	1	0	0	0	1	33.3	2	0	2	66.7	0	.0	0	0	0	0	.0
171004	MASONRY	34	1	2.9	11	32.4	1	4	0	0	5	14.7	8	1	9	26.5	2	5.9	5	1	1	7	20.6
171099	OTHER CONST/MAINT TRADES	7	0	.0	3	42.9	1	3	0	0	4	57.1	0	0	0	.0	0	.0	0	0	0	0	.0
171100	CUSTODIAL SERVICES	7	0	.0	2	28.6	2	0	0	0	2	28.6	3	0	3	42.9	0	.0	0	0	0	0	.0
171200	DIESEL MECHANICS	1	0	.0	0	.0	0	0	0	0	0	.0	1	0	1	100.0	0	.0	0	0	0	0	.0
171300	DRAFTING OCCUPATIONS	16	2	11.1	12	75.0	0	2	0	0	2	12.5	0	0	0	.0	0	.0	2	0	0	2	12.5
171403	ELECTRIC MOTOR REPAIRMAN	1	0	.0	0	.0	0	0	0	0	0	.0	1	0	1	100.0	0	.0	0	0	0	0	.0
171500	BASIC ELECTRONICS	2	0	.0	0	.0	0	0	1	0	1	50.0	1	0	1	50.0	0	.0	0	0	0	0	.0
171900	GRAPHIC ARTS OCCUPATIONS	8	0	.0	3	37.5	2	0	0	0	2	25.0	0	0	0	.0	0	.0	2	0	1	3	37.5
172306	WELDING AND CUTTING	15	1	6.3	3	20.0	3	0	0	0	3	20.0	0	4	4	26.7	2	13.3	2	0	1	3	20.0
172602	COSMETOLOGY	9	0	.0	6	66.7	0	0	0	0	0	.0	1	1	2	22.2	0	.0	0	1	0	1	11.1
172900	QUANTITY FOODS OCCUPATION	4	1	25.0	0	.0	0	1	1	0	2	66.7	1	0	1	33.3	0	.0	0	0	0	0	.0
172903	MEAT CUTTER	5	0	.0	1	20.0	2	0	0	0	2	40.0	0	2	2	40.0	0	.0	0	0	0	0	.0
173100	SMALL ENGINE REPAIR	1	0	.0	0	.0	0	0	0	0	0	.0	1	0	1	100.0	0	.0	0	0	0	0	.0
173399	OTHER TEXTILE PROD/FABRICATION	6	0	.0	0	.0	1	0	1	0	2	33.3	2	2	4	66.7	0	.0	0	0	0	0	.0
173500	UPHOLSTERY	2	0	.0	0	.0	0	0	0	0	0	.0	0	2	2	100.0	0	.0	0	0	0	0	.0
179907	FLORAL DESIGN	2	0	.0	0	.0	0	0	0	0	0	.0	1	1	2	100.0	0	.0	0	0	0	0	.0
TOTAL:		101	05	6.0	274	27.0	72	37	28	4	141	13.9	196	170	366	36.1	58	4.9	129	19	31	179	17.7

management information service

APPENDIX J

USOE	TITLE	OCCUPATION	AVERAGE ANNUAL JOB OPENINGS	ESTIMATED 1977 EMPLOYMENT	INSTITUTIONAL SUPPLY 1974 - 75
		* FOOD COUNTER, FOUNTAIN WORKERS	0	0	
		* WAITERS	40	500	
TOTALS -	FOOD DISTRIBUTION		40	500	8
04070000	FOOD SERVICES	RESTAURANT, CAFE, BAR MGRS.	0	0	0
		* COOKS, EXC. PRIVATE	50	700	
		* FOOD WORKERS, NEC., EXC. PRIVATE	0	0	
		* COOKS, PRIVATE	0	0	
TOTALS -	FOOD SERVICES		50	700	0
04080000	GENERAL MERCHANDISE	* OTHER SALES WORKERS	170	2910	7
		* SALES WORKERS, NEC.	0	0	
		* STOCK CLERKS, STORE KEEPERS	20	330	
TOTALS -	GENERAL MERCHANDISE		190	3240	7
04090000	HARDWARE BLDG. MATERIALS AGRI. SUPPLI	* OTHER SALES WORKERS	170	2910	0
		* SALES WORKERS, NEC.	0	0	
TOTALS -	HARDWARE BLDG. MATERIALS AGRI. SUPPLI		170	2910	0
04100000	HOME FURNISHING	* OTHER SALES WORKERS	170	2910	1
		* SALES WORKERS, NEC.	0	0	
TOTALS -	HOME FURNISHING		170	2910	1
04120000	INDUSTRIAL MARKETING	PURCHASING AGENTS, BUYERS, NEC.	0	0	1
04130000	INSURANCE	INSURANCE AGENTS, BROKERS, ETC.	10	260	0
		INSURANCE ADJUST., EXAM.	0	30	
TOTALS -	INSURANCE		10	290	0
04150000	PERSONAL SERVICES	ATTEND., PERSONAL SERVICE, NEC.	0	0	2

* - THIS OCCUPATION LISTED UNDER VARIOUS U.S.O.E. TITLES
I - THIS VALUE COMPILED AS INSIGNIFICANT - 0 USED IN TOTALS

APPENDIX K

STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

1974 - 75 SECONDARY VOCATIONAL ENROLLMENT DATA

GRADE LEVEL, COMPLETION, COOPERATIVE AND DROP-OUT INFORMATION
BY SERVICE AREA
SHOWN AS PERCENT OF TOTAL SERVICE AREA ENROLLMENT

SERVICE AREA	SEVENTH GRADE	EIGHTH GRADE	NINETH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELTH GRADE	COMPLETORS	COOPERATIVE	DROP-OUT
AGRIBUSINESS	4.1	10.7	26.7	26.1	16.9	13.7	12.0	1.2	6.3
BUSINESS & OFFICE	.3	.3	1.3	31.4	34.0	31.9	26.3	12.3	.3
DISTRIBUTIVE EDUCATION	-	-	2.0	17.1	33.2	46.5	44.0	55.4	10.8
HEALTH (Cluster & Aide)	-	-	.6	14.3	39.8	44.2	35.0	26.3	8.6
CONSUMER HOME ECONOMICS	3.8	9.0	26.8	25.3	18.9	16.2	11.0 #	.4	7.2
OCCUPATIONAL HOME EC.	-	-	2.5	24.4	37.7	31.8	28.7	6.9	12.7
TRADES AND INDUSTRY	.1	.5	6.3	24.9	35.8	30.1	27.7	13.1	11.0

Includes Only Twelth Graders.

prepared by: management information service

APPENDIX L

TO BE SUPPLIED BY EACH ENTERING POST-SECONDARY STUDENT

1. Name
2. Social Security Number
3. Date of Birth
4. Sex
5. Ethnic Origin
6. VA Benefits (YES OR NO)
7. Rehab program (YES OR NO)
8. Are you a veteran (YES OR NO)
9. Receiving retirement benefits (YES OR NO)
10. Did you complete a vocational program in high school (YES OR NO)
11. If 10 is yes-what was the program (Ag, BOE, DE, etc.)
12. Permanent address and telephone number _____
13. Are you presently:

- ☐ Employed full-time.
- ☐ Employed part-time
- ☐ Unemployed and seeking work.
- ☐ Unemployed - plan to work after completing this program (course).

14. If employed (optional question) specify the range that best indicates your average monthly total income-retirement, dividends, salary, etc.

0-$100	$100-$200	$200-$300	$300-$400	$400-500	$500-$600

$600-$700	$700-$800	$800-$900	$900-$1000	$1000-Up

TO BE COMPLETED BY REGISTRATION OFFICE

15. Course No. (USOE Code) _____
16. Course Title _____
17. Name of Instructor(s) _____

_____

LENGTH OF COURSE

18. Hrs/day _____
19. Total days _____
20. School Code _____